DOCUMENT RESUME

ED 074 288 VT 019 770

| | |
|---|---|
| AUTHOR | Neal, William L. |
| TITLE | Guide for Establishing a Career Education Program: K-12. Contemporary Curriculum for Career Development Series. |
| INSTITUTION | Knox County Dept. of Public Instruction, Knoxville, Tenn. Dept. of Vocational Education. |
| SPONS AGENCY | Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C. |
| PUB DATE | 72 |
| NOTE | 39p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Career Education; *Developmental Programs; Educational Administration; Educational Needs; *Educational Strategies; Elementary Grades; Humanities; Inservice Teacher Education; Integrated Curriculum; Program Planning; *Program Proposals; Resource Materials; Secondary Grades; *Vocational Development |
| IDENTIFIERS | Career Awareness |

ABSTRACT

An integrated curriculum for career development must be designed and implemented in order to meet the greatest needs of society. Possession of facts as marketable skill is inadequate. Traditional curriculum and teacher roles need to be changed. All students, including the academically, socioeconomically, and physically handicapped, need to understand that career development is a process which they can control. A wide range of activities is needed which offer ways to explore and test self-identify. Career development activities are needed at an early age, while the student is in the mainstream of education. By changing the role of the teacher as a dispenser of fact to that of change agent for the learning environment, by building the curriculum around career development, and by offering a cooperative program to vocational education pupils together with job training and placement services for the handicapped, more pupils will be able to find post-secondary employment. A developmental approach at the elementary and secondary levels to career-oriented objectives should serve to improve the curriculum of vocational and technical education and reduce the flow of unprepared youth into the pool of the unemployed. (Author/AG)

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ED 074288

# GUIDE FOR

# ESTABLISHING A CAREER

# EDUCATION PROGRAM K-12

BY

William L. Neal

CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT

An Exemplary Program
In
Career Education

Funded under the Provisions of Part D
of the Vocational Education Amendment of 1968
for
Knox County Department of Public Instruction
Knoxville, Tennessee
Dr. Mildred E. Doyle, Superintendent
Bruce M. Hinton, Director Vocational Education
William L. Neal, Project Director

1972

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# FOREWORD

CAREER EDUCATION MAY BE DEFINED AS THE TOTAL OF ALL EXPERIENCES IN ONE'S SCHOOL YEARS THAT HAVE APPLICATION FOR HIS APPROACH TO AND STYLE OF LIVING.

SKILLS NEEDED IN LIFE MAY BE GROUPED INTO THREE CATEGORIES: SOCIOLOGICAL, PSYCHOLOGICAL, AND OCCUPATIONAL. CAREER EDUCATION IS A PART OF EACH AREA OF AN INDIVIDUAL'S DEVELOPMENT.

SOCIOLOGICAL DEVELOPMENT PLACES EMPHASIS ON COPING WITH CHANGE, MAKING DECISIONS, AND INVOLVING ONESELF IN LOCAL, NATIONAL, AND INTERNATIONAL CONCERNS. THE PSYCHOLOGICAL SKILLS ENCOMPASS THE DEVELOPMENT OF SELF-AWARENESS, A POSITIVE VALUE SYSTEM, AND SELF-ESTEEM. FINALLY, OCCUPATIONAL SKILLS AFFORD THE OPPORTUNITY TO EARN A LIVING. ADDITIONALLY, IN THE OCCUPATIONAL AREA, WORK HAS PERSONAL RELEVANCE IN PROVIDING FOR SELF-IDENTITY, PERSONAL DIGNITY, AND SOCIAL INTERACTION.

THE GOAL OF CAREER EDUCATION IS TO ENHANCE THESE SKILLS.

MILDRED E. DOYLE, SUPERINTENDENT

# PREFACE

CAREER EDUCATION IS A COMPREHENSIVE PROGRAM WHICH IS FOCUSED ON THE FACTORS ESSENTIAL TO THE CAREER DEVELOPMENT OF THE INDIVIDUAL. ITS AIMS ARE: (1) TO HELP THE INDIVIDUAL BECOME AWARE OF HIMSELF AND HIS POTENTIAL; (2) TO FOSTER THE DEVELOPMENT OF A SELF CONCEPT WHICH WILL ALLOW HIM TO TAKE THE NECESSARY RISKS TO REALIZE THAT POTENITAL TO ITS FULLEST; (3) TO ASSIST THE STUDENT IN ACQUIRING ATTITUDES AND SKILLS NECESSARY FOR LIVING IN A RAPIDLY CHANGING TECHNOLOGICAL SOCIETY; (4) TO EXPOSE HIM TO A WIDE RANGE OF OCCUPATIONAL INFORMATION AND EXPERIENCES THROUGHOUT THE SCHOOL YEARS; (5) TO HELP HIM BECOME AWARE OF THE OPTIONS OPEN TO HIM IN CHOOSING A CAREER OR CAREERS WHICH WILL PERMIT HIM TO LIVE HIS LIFE AS A FULFILLED HUMAN BEING; AND (6) TO ASSIST HIM IN PREPARING FOR THE CAREER OF HIS CHOICE.

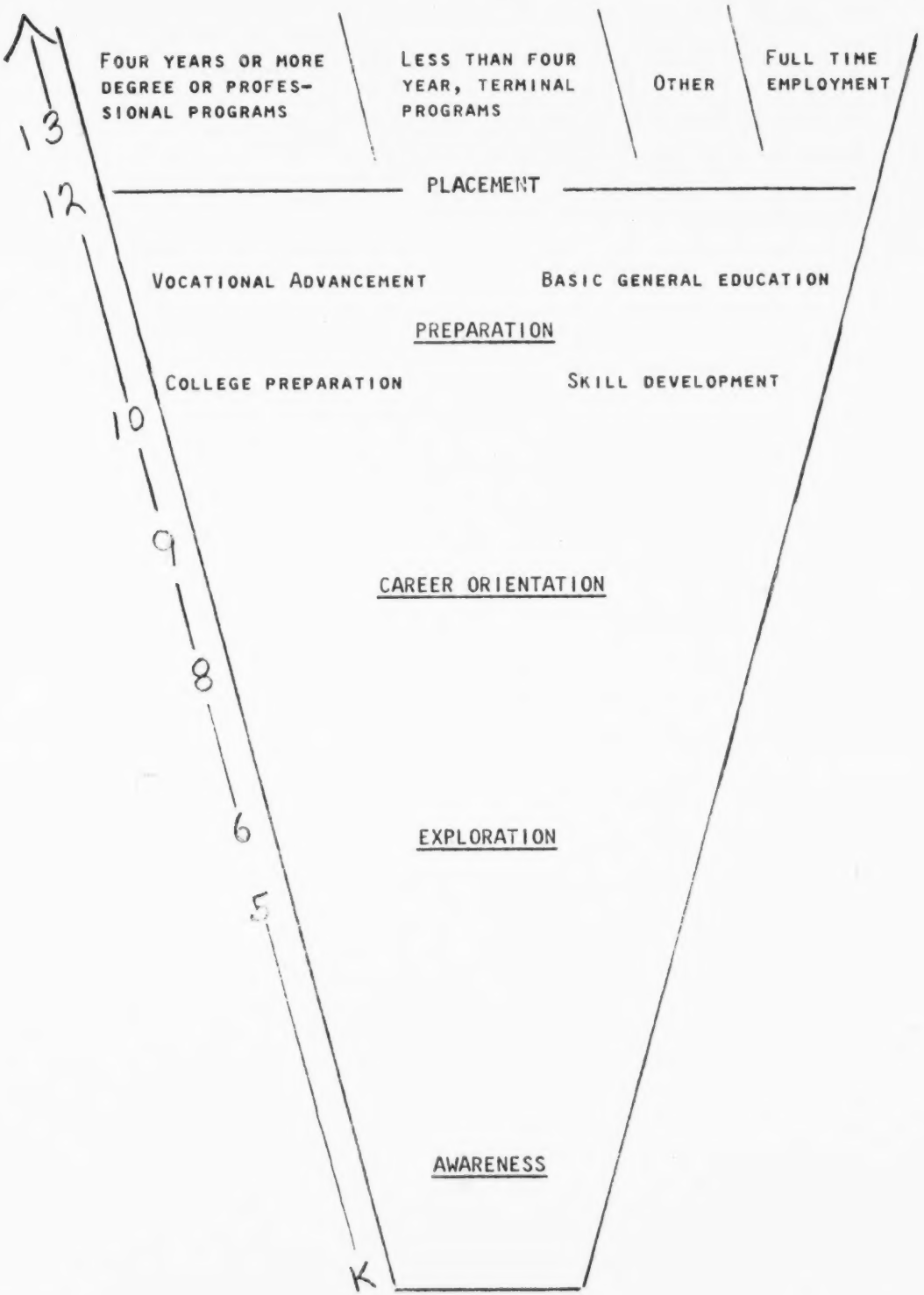
AN EDUCATIONAL PROGRAM WITH THESE AIMS BEGINS AS SOON AS THE CHILD ENTERS SCHOOL. IN THE WORDS OF S. P. MARLAND, U.S. COMMISSIONER OF EDUCATION, "ALL EDUCATION IS CAREER EDUCATION, . . ." AND THE PRESENT CURRICULUM MUST BE RE-FOCUSED TO INCLUDE CONCEPTS WHICH WILL ENHANCE THE CAREER DEVELOPMENT OF CHILDREN AND YOUNG PEOPLE DURING THE SCHOOL YEARS. TO ASSIST TEACHERS IN THIS TASK, THE FOLLOWING CONCEPTS HAVE BEEN IDENTIFIED:

- A POSITIVE SELF-IMAGE IS ESSENTIAL FOR SATISFACTION IN THE WORLD OF WORK.
- LEARNING TO GET ALONG WITH OTHER PEOPLE IS MANDATORY FOR SUCCESSFUL ACHIEVEMENT IN THE WORLD OF WORK.
- THE ABILITY TO ADAPT TO CHANGE IS NECESSARY FOR SUCCESS IN A TECHNOLOGICAL SOCIETY.

- DECISION-MAKING SKILLS AND AN AWARENESS OF SELF-RESPONSIBILITY INHERENT IN THE PROCESS IS VITAL TO CAREER MATURITY.
- THERE IS DIGNITY AND WORTH IN ALL WORK WELL-DONE.
- IN A TECHNOLOGICAL SOCIETY, DIVISION OF LABOR AND SPECIALIZATION RESULT IN THE INTERDEPENDENCE OF WORKERS.
- AWARENESS AND KNOWLEDGE OF JOB FAMILIES IS INDISPENSIBLE FOR LOCATING, ASSESSING, AND USING INFORMATION LEADING TO WISE CAREER CHOICE.
- SCHOOL IS THE STUDENTS WORLD OF WORK.
- ALL SCHOOL EXPERIENCE IS OCCUPATIONAL PREPARATION.
- EDUCATION IS A CONTINUING PROCESS, PRESENTING KNOWLEDGE OF MANY POINTS OF ENTRANCE AND EXIT.
- THE WISE USE OF LEISURE TIME LEADS TO FULFILLMENT OF SELF IN A RAPIDLY CHANGING TECHNOLOGICAL SOCIETY.

THESE CAREER EDUCATION CONCEPTS PROVIDE THE BASIS FOR THE LEARNING EXPERIENCES WHICH ARE SUGGESTED IN THE FOLLOWING PAGES. IT IS HOPED THAT TEACHERS AND OTHERS WHO WORK IN AN EDUCATIONAL SETTING WILL FIND THIS PUBLICATION USEFUL IN ASSISTING STUDENTS TO TAKE THEIR PLACE MORE EFFECTIVELY IN THE WORLD OF WORK.

CAREER EDUCATION: A LIFE-LONG PROCESS



## ACKNOWLEDGMENTS

The author wishes to express his appreciation to the Contemporary Curriculum for Career Development staff who made contributions at various stages of this project: Mrs. Marie Jensen, Mrs. Doris Lyons, Mrs. Anita Webb, Mrs. Marilyn Burnett, Mr. William Jolly, Mr. Walter McMillan, and Mr. Donald Silberman. Without their developmental skills in implementing career education into the curriculum, this guide could not have been possible.

Finally, special thanks to the project secretaries, Miss Janet Lusby and Mrs. Marlene Wanzer

# INTRODUCTION

Our school system must gear itself to provide an adequate program of education to meet the needs of all students until they are prepared to enter gainful employment as contributing members of society.

Contrary to the idea that students drop out of school because they are more interested in the world of work and monetary gain, statistics show that these students express an attitude of little respect for the world of work and are low achievers on the job. It is hoped that by integrating occupational information and experience into the curriculum, the student will be encouraged to apply himself more fully and aspire to obtain a high school diploma. A student, by exploring occupations and relating his school work to those occupations, can readily understand the relationship which exists between educational endeavor and occupational future.

# PROPOSAL FOR EXEMPLARY PROGRAM OR PROJECT IN VOCATIONAL EDUCATION

(AN EXAMPLE)

## ABSTRACT


TITLE: CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT

A CURRICULUM FOR CAREER DEVELOPMENT MUST BE DESIGNED AND IMPLEMENTED TO MEET THE GREATEST NEEDS OF SOCIETY. POSSESSION OF FACTS AS A MARKETABLE SKILL IS NOT ADEQUATE. THE OBJECTIVES OF THE CURRICULUM AND THE ROLE OF THE TEACHER HAVE BEEN TO "SOW AND WEIGH THE HARVEST." A CHANGE IS LONG OVERDUE IN BOTH CURRICULUM AND TEACHER ROLE. THERE IS NEED FOR CAREER DEVELOPMENT AT AN EARLY AGE WHILE THE STUDENT IS IN THE MAINSTREAM OF EDUCATION. A WIDE RANGE OF ACTIVITIES ARE NEEDED WHICH OFFER WAYS TO EXPLORE AND TEST SELF-IDENTITY. THE ACADEMICALLY, SOCIO-ECONOMICALLY, AND PHYSICALLY HANDICAPPED AS WELL AS ALL STUDENTS NEED TO UNDERSTAND THAT CAREER DEVELOPMENT IS A PROCESS WHICH THEY CAN CONTROL.

BY CHANGING THE ROLE OF THE TEACHER AS DISPENSER OF FACT TO THAT OF ENGINEER OF THE LEARNING ENVIRONMENT, BY BUILDING THE CURRICULUM AROUND CAREER DEVELOPMENT, AND BY OFFERING A COOPERATIVE PROGRAM TO VOCATIONAL EDUCATION PUPILS ALONG WITH JOB TRAINING/PLACEMENT SERVICES FOR THE HANDICAPPED, MORE PUPILS WILL COMPLETE HIGH SCHOOL ABLE TO ENTER THE WORLD OF WORK. A DEVELOPMENTAL APPROACH, K THROUGH 12, TO CAREER-ORIENTED OBJECTIVES SHOULD SERVE TO IMPROVE THE CURRICULUM OF VOCATIONAL-TECHNICAL EDUCATION AND REDUCE THE FLOW OF UNPREPARED YOUTH INTO THE POOL OF THE UNEMPLOYED.


## BODY OF THE PROJECT

### 1. PROBLEMS:

PUBLIC SCHOOLS VARY IN THEIR RESPONSIBILITIES FOR EDUCATING YOUTH. THE PURPOSE OF MANY SCHOOLS' CURRICULUM HAS BEEN THE LEARNING OF FACTS. REGULAR VOCATIONAL PROGRAMS OFTEN DO NOT PROVIDE RELEVANT EDUCATION FOR THE ACADEMICALLY, SOCIO-ECONOMICALLY, AND PHYSICALLY HANDICAPPED STUDENTS. THE "KNOWLEDGE EXPLOSION" AND THE CONTINUOUSLY CHANGING WORLD OF WORK ARE DEMANDING A NEW APPROACH TO CAREER DEVELOPMENT FOR YOUTH IN THE SCHOOLS OF TODAY. TO CONTINUE TO FOLLOW PRESENT EDUCATIONAL PROCEDURE WILL ONLY CONTINUE TO DEVELOP STUDENTS WITH THE FOLLOWING PROBLEMS:

--MANY YOUTH ARE RESTRICTED IN THEIR ABILITY TO MAKE WISE VOCATIONAL DECISIONS.

--THE NON-COLLEGE-ORIENTED STUDENTS PERCEIVE THEMSELVES AS HAVING A FUTURE OCCUPATION OF LESS DIGNITY THAN THE COLLEGE-BOUND YOUTH.

--MANY YOUTH HAVE A POOR SELF-IMAGE BECAUSE THEY ARE NOT AWARE OF THEIR POTENTIAL AND THE VOCATIONAL OPPORTUNITIES WHICH ARE AVAILABLE TO THEM.

BE TO REALIZE THESE SAME CURRICULAR GOALS. THE GUIDANCE ROLE WILL LARGELY BE THAT OF EXPEDITER AND RESOURCE PERSON. THESE CHANGES NECESSITATE INTENSIVE AND CONTINUOUS RETRAINING FOR ALL PROFESSIONAL STAFF.

C. CLOSER COOPERATION AMONG RELATED SERVICE AGENCIES, BUSINESS AND INDUSTRY, MANPOWER AGENCIES, AND THE SCHOOL: MANY RESOURCES IN THE AREA ARE NOT IDENTIFIED AND UTILIZED; THE PUPILS WHO NEED THE MOST HELP OFTEN SEEM TO BE THE LEAST ABLE TO UTILIZE SUCH RESOURCES. THE PROPOSED COOPERATIVE VOCATIONAL AND JOB-ENTRY COMPONENTS SHOULD PROVIDE WAYS TO UTILIZE THESE RESOURCES ESPECIALLY TO BENEFIT THE HANDICAPPED*. THE ADMINISTRATIVE STAFF WHO HAVE RESPONSIBILITIES IN THE AREAS OF VOCATIONAL EDUCATION, CURRICULUM, PERSONNEL, AND GUIDANCE WILL BE INVOLVED IN ALL PROJECT ACTIVITIES. THESE STAFF POSITIONS INCLUDE THE DIRECTOR OF VOCATIONAL EDUCATION, THE DIRECTOR OF ELEMENTARY EDUCATION, THE DIRECTOR OF PERSONNEL AND CHAIRMAN OF THE HIGH SCHOOL CURRICULUM COMMITTEE, AND THE SUPERVISOR OF GUIDANCE AND PSYCHOLOGICAL SERVICES. WITH A DROPOUT RATE OF 33% BETWEEN GRADES ONE AND TWELVE, AND A 35% INCIDENCE OF BELOW-GRADE LEVEL PERFORMANCE, THE PROFESSIONAL STAFF OF THE KNOX COUNTY SCHOOL SYSTEM REALIZE THAT INTERNAL CHANGE AND GREATER USE OF AVAILABLE RESOURCES IS MANDATORY.

D. POSITIVE SELF-CONCEPT: ROSENTHAL IN HIS EXPERIMENT WITH ELEMENTARY SCHOOL CHILDREN IN SOUTH SAN FRANCISCO FOUND THAT TEACHER EXPENTANCY WAS AN IMPORTANT FACTOR IN SCHOOL ACHIEVEMENT. HOWEVER, THE VOLUMINOUS COLEMAN REPORT, BASED ON EXTENSIVE EXPLORATION, REVEALED THAT THE EXTENT TO WHICH A PUPIL SEES HIMSELF IN CONTROL OF HIS ENVIRONMENT IS THE STRONGEST FACTOR IN DETERMINING HIS SCHOOL PERFORMANCE. IN OTHER WORDS, A PUPIL'S SELF-CONCEPT DETERMINES, IN A LARGE MEASURE, HIS DEGREE OF SUCCESS. THE DEGREE OF ABILITY TO ASSUME RESPONSIBILITY FOR ONE'S BEHAVIOR HAS AN IMPORTANT BEARING ON HOW ONE CONCEPTUALIZES HIMSELF. WHILE THE IDEA OF FOSTERING THE DEVELOPMENT OF A POSITIVE SELF-CONCEPT PERMEATES EDUCATIONAL THEORY AND JARGON, ACTUALLY TESTING SPECIFIC TEACHING/LEARNING APPROACHES DESIGNED TO ACCOMPLISH THIS SEEMS ALMOST NON-EXISTENT. SPECIAL OCCUPATIONAL GUIDANCE AND EXPLORATION EXPERIENCES SHOULD HELP THE STUDENT DEVELOP A POSITIVE-VIEW-OF-SELF GOAL. THE OPPORTUNITY TO HAVE COOPERATIVE WORK EXPERIENCE AND JOB PLACEMENT SERVICES SHOULD HELP THE STUDENT TO FEEL REAL AND THAT THE SCHOOL HAS AN INTEREST IN HIM.

E. ABILITY TO GET ALONG WITH PEOPLE: LOCAL EMPLOYMENT PERSONNEL FROM BUSINESS AND INDUSTRY HAVE SAID REPEATEDLY THAT THE SINGLE MOST IMPORTANT CHARACTERISTIC THEY WANT IN THEIR EMPLOYEES IS THE ABILITY TO GET ALONG WITH OTHER EMPLOYEES. EDUCATORS SEEM TO ASSUME, JUDGING BY THEIR PROFESSIONAL BEHAVIOR, THAT THE ABILITY TO GET ALONG WITH PEOPLE MAY HOPEFULLY BE A BY-PRODUCT OF LEARNING TO READ, WRITE, AND FIGURE. BECAUSE THE ABILITY TO GET ALONG IS SO IMPORTANT, THE SCHOOL MUST FACE AND TEST OUT WAYS TO HELP PUPILS ACQUIRE THAT ABILITY.[1]

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*HANDICAPPED IS DEFINED TO MEAN THE DROPOUT, THE EDUCATIONALLY AND MENTALLY RETARDED, THE PHYSICALLY HANDICAPPED, AND THE SOCIO-ECONOMICALLY HANDICAPPED.

[1]PROPOSAL FOR EXEMPLARY PROGRAM OR PROJECT IN VOCATIONAL EDUCATION, KNOX COUNTY, TENNESSEE.

## OBJECTIVES

(IN TERMS OF THE WORLD OF WORK)

1. TO RELATE CLASSROOM ACTIVITIES TO CAREER INFORMATION
2. TO INCLUDE IN THE STUDENT'S EDUCATIONAL EXPERIENCES CONTACT WITH WORKERS ON THE JOB
3. TO SIMULATE WORK EXPERIENCES OR A MEANS OF OCCUPATIONAL EXPLORATION
4. TO INVOLVE PARENTS IN CAREER DEVELOPMENT PROGRAMS AND AID THEM IN GIVING OCCUPATIONAL COUNSELING TO THEIR CHILD
5. TO RE-ORIENT TEACHERS TO THE VALUE OF EARLY CAREER EDUCATION AND THE UTILIZATION OF OCCUPATIONAL INFORMATION
6. TO PROVIDE THE STUDENT WITH CAREER EDUCATION INFORMATION AND EXPERIENCES IN ORDER TO MAKE WISE OCCUPATIONAL DECISIONS
7. TO PROVIDE THE STUDENT WITH ACTUAL JOB EXPERIENCES WHILE IN THE MAINSTREAM OF EDUCATION
8. TO AID THE STUDENT IN JOB PLACEMENT AND/OR POST SECONDARY EDUCATION PROGRAM PLACEMENT

(IN TERMS OF PUPIL BEHAVIOR)

9. TO DEVELOP A POSITIVE SELF-CONCEPT
10. TO DEVELOP THE ABILITY TO ASSUME RESPONSIBILITY FOR OWN BEHAVIOR
11. TO DEVELOP THE ABILITY TO USE PROBLEM-SOLVING PROCEDURE IN DECISION-MAKING
12. TO DEVELOP THE ABILITY TO GET ALONG WITH PEOPLE

# Building A Curriculum
## Integrating Career Development
## K-12

The following is a step by step procedure used by the Career Development Staff of Knox County Department of Public Instruction, Knoxville, Tennessee, to get at intergrating career information into the total curriculum.

This report covers specifically, the organization and orientation of staff members and faculties of project schools on career information and how it relates to grade and/or subject areas, inservice training, workshops, and establishing curriculum guides and units of study integrating career information.

By using the stated objectives, this document will attempt to establish a guide by which a school system may introduce and establish such a program.

This guide was developed according to one system and the personnel needed to develop a career education program. In many instances, smaller school systems might use existing personnel to implement the same type of program on a smaller scale. The following is a suggested breakdown of personnel needed according to school population:

1. A Director to direct the activities and development.
2. A Curriculum Specialist for each 1,000 students.
3. A Career Consultant for each 1,500
4. A Cooperative Education & Job Placement Coordinator for each 400 students.
5. An Administrative Clerk should be considered for a staff of 3 or more members.
6. A Secretary for a staff of 3 members.

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### ORGANIZATION

STEP NO. 1
Identifying Staff Members and Their Responsibilities

1. Director

--To give direction and supervision to the implementation of the project
--To plan and direct inservice activities designed to contribute to the success of the project

--To be responsible for the evaluation and dissemination of information relative to the progress of the program and the project findings
--To maintain and provide follow-up, information on work-study, cooperative, and post high school employment experiences
--To cooperate with manpower agencies as well as the Department of Employment Security
--To determine justification for making the program a part of the program in other school communities based on evaluative data

2. Curriculum Specialist

--To direct the development of occupational information
--To explore methods for integrating occupational information material into the total education program
--To develop materials and procedures to help parents to help their children make realistic vocational choices
--To act as a resource person to teachers concerning the world of work
--To aid in the evaluation, revision, re-application of the curriculum
--To make studies of needs in the business community
--To keep abreast of research dealing with occupational information

3. Career Consultant

--To aid in acquainting the teachers with areas in guidance in which they can and should participate
--Aid in the location and maintaining of resource materials
--Aid the teachers and curriculum specialists in the implementation of occupational information materials into the total educational program
--Aid teachers in the administering and interpretation of career related tests
--Aid in the evaluation, revision and re-application of the curriculum
--Aid teachers in the use of test results
--Aid teachers and curriculum specialists in developing materials which will help students make occupational decisions

--PERFORM INDIVIDUAL AND GROUP COUNSELING
--PARTICIPATE AS MEMBER OF GUIDANCE TEAM (K-12)

4. COOPERATIVE EDUCATION AND JOB PLACEMENT COORDINATOR

--SERVE AS A LIAISON PERSON BETWEEN TEACHER, COUNSELOR, EMPLOYER, LABOR AND THE STUDENT AND HIS PARENTS
--ASSIST IN RECRUITING, PLACING, SUPERVISING AND FOLLOW-UP OF THE STUDENTS
--PROVIDE JOB PLACEMENT SERVICES FOR THE COMMUNITIES BEING SERVED BY THE HIGH SCHOOLS INCLUDED IN THE PROJECT
--AID IN THE EVALUATION, REVISION AND RE-APPLICATION OF THE CURRICULUM
--SERVE AS A RESOURCE PERSON FOR CURRICULUM SPECIALIST

5. ADMINISTRATIVE CLERK

--TO MAINTAIN INVENTORIES OF INFORMATIONAL MATERIALS AND EQUIPMENT
--TO FILL TEACHERS' REQUESTS FOR CAREER DEVELOPMENT MATERIALS AND EQUIPMENT AND TO CHECK ITEMS IN AND OUT IN ORDER THAT THEY CAN BE LOCATED AND ROTATED EFFICIENTLY AMONG CLASSROOMS AND/OR SCHOOLS
--TO KEEP A CURRENT FILE ON OCCUPATIONAL INFORMATION
--TO ASSIST IN THE COMPILATION OF RESOURCE INFORMATION. (FIELD TRIP DIRECTORY, LISTS OF RESOURCE PEOPLE, ETC.)
--TO ASSIST STAFF AND FACULTIES IN SCHEDULING RESOURCE PEOPLE, ETC. AND FIELD TRIPS
--TO ASSIST IN THE PROCESSING OF EVALUATIVE DATA. (TABULATING TEST RESULTS, SURVEY RESPONSES, ETC.)
--TO ASSIST IN THE COMPILATION OF STATISTICAL REPORTS
--TO ASSIST IN THE REPRODUCTION OF INFORMATION RELATIVE TO THE PROGRESS OF THE PROGRAM AND PROJECT FINDINGS
--TO ASSIST IN MAINTAINING RECORDS PERTINENT TO WORK-STUDY, COOPERATIVE, AND POST HIGH SCHOOL EMPLOYMENT EXPERIENCE

6. SECRETARIES

STEP NO. 2
STAFF ORGANIZATION AND ORIENTATION___

1. ESTABLISH STAFF GOALS IN TERMS OF ORGANIZATION.

2. Visit similar projects.

3. Establish project calendar.

4. Select books and materials for background information.

5. Use available research facility to research latest trends in career development education (Suggest ERIC files).

6. Establish guidelines for the selection and purchase of supplies, materials, and books.

7. Engage the services of consultants.

8. Research and select evaluative instruments.

9. Select and establish an advisory council.

10. Make plans for orientation of principals and faculties.

STEP NO. 3
Faculty Organization and Orientation

1. Administer evaluation instrument to all faculty members to determine attitudes.[2]

2. Secure the aid of principals in administering evaluative instrument selected to determine parent attitude.[3] (Randon selection)

3. Orient principals to purposes and goals of the project.

4. Orient faculties to their role in carrying out the purposes and goals of the project.

5. Select key personnel from each faculty, with the help of the principal, to participate in an extensive inservice training program. (Participation should be voluntary.)

6. Plan, with the key personnel, an inservice program which will help to get at the ways by which career development may become a part of the total curriculum.

[2] *Attitude Toward Occupational Education* developed by Parker and Baker of Auburn University.

[3] *Ibid.*

STEP NO. 4
INSERVICE (SEE APPENDIX NO. 1)___

1. ESTABLISH INSERVICE FORMAT.
2. SELECT CONSULTANTS TO BE USED IN INSERVICE.
3. PREPARE A TIME TABLE FOR INSERVICE TO BEGIN AND END.
4. SELECT MATERIALS, BOOKS, ETC. NEEDED FOR IN SERVICE.
5. STAFF MEMBERS WORK INDIVIDUALLY WITH TEACHERS INVOLVED IN INSERVICE OR AS A GROUP ON DAYS OTHER THAN SCHEDULED INSERVICE DAYS.
6. TEACHERS, WITH AID OF PROJECT STAFF, BEGIN TO DEVELOP EXAMPLE UNITS OF STUDY TO BE USED IN THE CLASSROOM AS EXPERIMENTAL APPROACH TO INTEGRATING CAREER INFORMATION INTO THE CURRICULUM.
7. TEACHERS SHARE WITH GROUP HOW THEY WERE ABLE TO INTEGRATE CAREER INFORMATION.
8. WHERE POSSIBLE, VIDEO TAPE OR FILM ACTIVITIES USED IN INTEGRATING CAREER INFORMATION TO SHOW TO GROUP OR ENTIRE FACUTIES FOR EVALUATION.
9. IMPLEMENT INTO THE CLASSROOM THEORIES AND PRACTICAL APPLICATIONS BROUGHT ABOUT BY INSERVICE.
10. PLAN ON-GOING INSERVICE WITH ALL FACULTY MEMBERS.

STEP NO. 5
WORKSHOP (SEE APPENDIX NO. 2)____

1. DETERMINE FORMAT.
2. DEVELOP GOALS AND PURPOSES.
3. SET MEETINGS WITH INSTRUCTIONAL SUPERVISORS TO SOLICIT THEIR AID AND SUPPORT.
4. DECIDE ON CONSULTANTS AND RESOURCE PEOPLE TO BE USED.
5. CONTACT AND GET FIRM COMMITTMENTS FROM CONSULTANTS.
6. MEET WITH PRINCIPALS TO ORIENT THEM TO WORKSHOP FORMAT AND TO GAIN THEIR APPROVAL AND SUPPORT.

7. INFORM FACULTIES CONCERNING PURPOSE, DATE, AND PLACE OF WORKSHOP.

8. PREPARE NEWSLETTER PRIOR TO WORKSHOP WITH DETAILED INFORMATION CONCERNING WORKSHOP.

9. MEET WITH CONSULTANTS AND RESOURCE PEOPLE TO CORRELATE WORKSHOP GOALS AND PURPOSES.

10. ORGANIZE WORKSHOP AS AN ACTUAL WORKING EXPERIENCE WITH AS FEW LARGE GROUP MEETINGS AND LECTURES AS POSSIBLE.

STEP NO. 6
CURRICULUM
GUIDES_____

1. BEFORE WORKSHOP, ESTABLISH GUIDELINES FOR TEACHERS TO USE.

2. ESTABLISH PROJECT CONCEPTS AND OBJECTIVES WHICH ALL GUIDES SHOULD INCLUDE AS A BEGINNING FOR TEACHERS.

3. ORGANIZE INTO SMALL WORKING GROUPS.

4. AS TEACHERS BEGIN TO WRITE, GIVE SPECIFIC INPUT AS TO APPROACH AND DESIGN.

5. INSTRUCT TEACHERS ON WAYS TO WRITE AND ESTABLISH PERFORMANCE (BEHAVIORAL) OBJECTIVES.

6. HAVE CONSULTANTS AND RESOURCE PEOPLE AVAILABLE AT ALL TIMES TO ASSIST WORKING GROUPS.

7. PROVIDE TIME FOR A FEW SESSIONS FOR THE PURPOSE OF EXCHANGE OF IDEAS WITH OTHER TEACHERS, CONSULTANTS, AND RESOURCE PEOPLE.

8. PLAN APPROPRIATE DEMONSTRATIONS TO SUGGEST WAYS TO GET AT ACTIVITIES AND INSTRUCTIONAL METHODS WHICH MIGHT BE USED IN A CLASSROOM SETTING.

9. SET UP TYPIST AT WORKSHOP SITE.

10. HAVE NEEDED AND NECESSARY MATERIALS AND SUPPLIES FOR TEACHERS.

11. THE PROJECT DIRECTOR AND STAFF BE RESPONSIBLE FOR PULLING TOGETHER ALL MATERIALS DEVELOPED FOR DISSEMINATION.

12. FURNISH ALL TEACHERS WITH ORGANIZED MATERIAL AS A WORKING COPY TO IMPLEMENT IN CLASSROOM DURING THE SCHOOL YEAR.

13. SCHEDULE INSERVICE MEETINGS THROUGHOUT YEAR TO MAKE CHANGES AND UPDATE GUIDES AND UNITS.

14. MAKE PREPARATIONS TO HAVE ANOTHER WORKSHOP AT END OF YEAR TO BRING TOGETHER IDEAS AND CHANGES IN GUIDES AND UNITS.

STEP NO. 7
UNITS OF STUDY ____

1. ESTABLISH FORMAT FOR UNITS OF STUDY TO INCLUDE THE IDENTIFICATION OF TOPICS AND INSTRUCTIONAL OBJECTIVES, PLANS FOR INSTRUCTION AND EVALUATION, AND A LISTING OF RESOURCES AND MATERIAL.

2. GIVE PROPER ATTENTION TO THE COMMUNITY SITUATION, FAMILY BACKGROUNDS, AND SOCIO-ECONOMIC STATUS OF THE STUDENTS.

3. MAKE A CONCERTED EFFORT TO BROADEN THE STUDENT'S FAMILIARITY WITH OCCUPATIONS, RATHER THAN STRESSING DETAILED STUDY OF ONE OR TWO OCCUPATIONS ONLY.

4. AIM TO DEVELOP WHOLESOME AND CONSTRUCTIVE ATTITUDES TOWARD WORK BY PROVIDING INFORMATION ABOUT A VARIETY OF OCCUPATIONS.

5. THE UNITS OF STUDY SHOULD BE USED AS TEACHER PLANS AND STUDENT INFORMATION SHEETS.

6. A COOPERATIVE PLAN BY TEACHERS AT VARIOUS INSTRUCTIONAL LEVELS WILL PREVENT DUPLICATION OF EFFORTS AND WILL INSURE A LOGICAL SEQUENTIAL ORDER.

STEP NO. 8
METHODS FOR IMPLEMENTATION

A. CLASSROOM ACTIVITIES____

1. PROVIDE EXPERIENCES WHICH WILL ENABLE STUDENTS TO GAIN FULLER AWARENESS AND APPRECIATION OF THE OCCUPATIONAL OPPORTUNITIES GROWING OUT OF THE PARTICULAR SUBJECT.

2. CONTRIBUTE TO THE STUDENTS' TESTING OF REALITY BY SHOWING THE RELATIONSHIP BETWEEN THE REQUIREMENTS OF OCCUPATIONS AND THE EDUCATION OR TRAINING NEEDED.

3. DEVELOP ATTITUDES OF RESPECT AND APPRECIATION FOR ALL TYPES OF WORK BY SHOWING THE SOCIAL USEFULNESS OF OCCUPATIONS TO WHICH A STUDY OF THE SUBJECT MAY LEAD.

4. EXPLORE MANY OCCUPATIONS AND RELATE SCHOOL WORK TO THOSE OCCUPATIONS.

5. PROVIDE EXPOSURE TO A MULTITUDE OF OCCUPATIONS THROUGH ALL SUBJECT AREAS.

6. PROVIDE OPPORTUNITIES FOR IN-DEBTH EXPLORATION OF OCCUPATIONS THAT ARE SUITED TO THE INTEREST, VALUES, AND ABILITY OF THE STUDENT.

7. PROVIDE FOR THE STUDY OF JOB FAMILIES.

B. FIELD TRIPS____

1. DEVELOP A FIELD TRIP DIRECTORY.

2. DEVELOP GUIDELINES FOR CONDUCTING FIELD TRIPS, INCLUDING PREPARATION AND FOLLOW-UP.

3. PLAN FIELD TRIPS AS A MEANS OF INCREASING THE AWARENESS OF STUDENTS WITH REGARD TO THE WORLD OF WORK.

C. RESOURCE PERSONS_____

1. DEVELOP A DIRECTORY OF ALL POSSIBLE PERSONS TO BE USED AS RESOURCE PEOPLE.

2. PARENTS: SINCE PRACTICALLY ALL PARENTS WORK, THEY ARE POTENTIAL RESERVOIRS OF OCCUPATIONAL INFORMATION.

3. SCHOOL WORKERS: CUSTODIAN, CAFETERIA WORKER, AND THE PRINCIPAL OFFER AN OPPORTUNITY TO KNOW AND SEE THE PEOPLE THAT WORK IN THE SCHOOL AND TO BECOME AWARE OF THEIR IMPORTANCE.

D. CAREER CORNERS_____

1. THE PURPOSE OF "CAREER CORNERS" IS TO PROVIDE A PLACE IN THE CLASSROOM WHERE CHILDREN IN THE ELEMENTARY SCHOOL MAY PURSUE SELF-INITIATED AND DIRECTED EXPLORATORY ACTIVITIES TO GAIN "HANDS-ON" EXPERIENCES, TO DEVELOP INDIVIDUAL INTEREST, AND TO GAIN KNOWLEDGE OF THE WORLD OF WORK.

2. TO MAKE THE CAREER CORNERS A PHYSICAL REALITY, EACH ROOM MAY CONTAIN SUCH ITEMS AS; A PEG-BOARD SCREEN, A BOOK RACK FOR CAREER INFORMATION, A WORKBENCH, AND A SET OF HAND TOOLS.

3. SMALL EQUIPMENT MAY INCLUDE MANIPULATIVE TOYS, GAMES, BLOCKS, AND PUZZLES IN THE LOWER GRADES.

4. BOOKS MIGHT INCLUDE THE I WANT TO BE SERIES, THE COME TO WORK WITH US SERIES, THE ABOUT AND AT THE BOOKS, AND OTHER SELECTED TITLES WHICH FOCUS ON THE WORLD OF WORK.

5. IN THE MIDDLE GRADES THESE CORNERS MIGHT ALSO INCLUDE A CASSETTE RECORDER-PLAYER AND A FILMSTRIP VIEWER.

6. IT IS IMPORTANT TO KEEP IN MIND THAT MUCH TIME AND EFFORT MUST BE GIVEN TO INSERVICE TRAINING IN THE USE OF CAREER CORNERS.

E. EXPLORATORY LABS

1. INSTEAD OF CAREER CORNERS IN THE CLASSROOM IN THE UPPER GRADES, AN EXPLORATORY LAB COULD BE DEVELOPED WITH SOME EFFORT.

2. THIS LAB IS FOR EXPLORATORY EXPERIENCES IN SUCH AREAS AS MOME ARTS, SHOP ARTS, AND ARTS AND CRAFTS.

3. THROUGH EXPERIENCES IN THE EXPLORATORY LAB STUDENTS WILL ACQUIRE KNOWLEDGE AND SKILLS IN THE HOME ARTS OF SEWING, FOOD PREPARATION, CHILD CARE, CONSUMER BUYING, AND INTERIOR DECORATING. IN THE SHOP ARTS STUDENTS WILL DEVELOP SKILLS IN THE USE OF SIMPLE TOOLS FOUND IN THE HOME, GAIN A KNOWLEDGE OF THE TECHNIQUES OF SIMPLE HOME MAINTENANCE AND REPAIR, AND DEVELOP A KNOWLEDGE OF THE VARIETY OF OCCUPATIONS IN THE HOME AND SERVICE AREAS.

4. BECAUSE THE CLASSROOM TEACHERS THEMSELVES OPERATE THIS LAB TO GIVE EXPLORATORY EXPERIENCE TO THEIR STUDENTS, TWO THINGS ARE IMPORTANT TO THE SUCCESS OF SUCH A LAB: (1) INSERVICE TRAINING AND WORKSHOPS TO HELP THE TEACHER FEEL COMFORTABLE IN THE USE OF THE LAB; AND (2) IDENTIFICATION OF EXPLORATORY LAB EXPERIENCES IN UNITS OF STUDY IN ALL SUBJECT MATTER AREAS FOR ENHANCING THE TEACHING OF CAREER DEVELOPMENT CONCEPTS THROUGH "HANDS-ON" ACTIVITIES.

F. CONTEMPORARY ARTS

1. IN THE MIDDLE OR JUNIOR HIGH SCHOOL, EXPLORATORY ECPERIENCES MAY BE ESTABLISHED IN SEVERAL AREAS WITH SPECIALLY TRAINED INSTRUCTORS.

2. THE EXPLORATORY OR CONTEMPORARY ARTS AREAS MIGHT INCLUDE ART, HOME ARTS, SHOP ARTS, AND/OR DRAMATIC ARTS.

3. THE CONTEMPORARY ARTS CURRICULUM DEVELOPMENT SHOULD BE A JOINT EFFORT OF THE ENTIRE TEAM TO INFUSE SIMILAR EXPERIENCES IN EACH AREA. SOME CONTEMPORARY ARTS CURRICULUMS TAKE ON A THEME APPROACH.

4. THE PURPOSE OF THE CONTEMPORARY ARTS AREA IS TO GIVE SPECIAL EMPHASIS TO EXPLORATORY LABORATORY EXPERIENCES AT A TIME WHEN THE CHILD IS BROADENING HIS INTEREST ABOUT HIMSELF AND HIS ENVIRONMENT.

G. CAREER LAB (LEARNING CENTER_____

1. THE CAREER LAB IS A LEARNING CENTER DESIGNED TO PROVIDE RESOURCES FOR LARGE GROUP, SMALL GROUP, OR INDIVIDUAL EXPLORATION IN THE WORLD OF WORK.

2. A VARIETY OF METHODS FOR USE OF THE FACILITY. MANY INCLUDE: SRA KITS (JOB EXPERIENCE AND WORK), WORKBOOKS, WORKSHEETS, SMALL GROUP INVESTIGATION, SEMINAR REPORTING, PICTURE FILES, AND INDIVIDUAL STUDY.

3. BECAUSE THIS IS A LEARNING CENTER DESIGNED TO PROVIDE RESOURCES FOR INVESTIGATING THE WORLD OF WORK, CERTAIN EQUIPMENT MUST BE INCLUDED SUCH AS: LISTENING CENTERS, FILMSTRIP PROJECTORS, CASSETTE PLAYER-RECORDERS, RECORD PLAYERS, AND SEVERAL WORK TABLES FOR STUDENT USE AND DISPLAYS.

H. RESOURCE CENTER_____

1. THE ESTABLISHMENT OF CAREER INFORMATION RESOURCE CENTERS IN EACH SCHOOL IS A GREAT HELP TO TEACHERS AND STUDENTS.

2. THESE CENTERS PROVIDE CAREER DEVELOPMENT MATERIALS FOR CHECKOUT BY THE TEACHER FOR USE IN THE CLASSROOM, AND CONTAIN A PROFESSIONAL LIBRARY OF CAREER INFORMATION.

3. THE RESOURCE CENTER CONTAINS SUCH MATERIALS AND EQUIPMENT AS: KITS (SRA WORLD OF WORK, WORK, AND JOB EXPERIENCE), BOOKS, FILMSTRIPS, FILMS, CASSETTES, FILMSTRIP AND FILM PROJECTORS, LISTENING STATIONS, ETC.

I. GUIDANCE_____

1. BASIC TO CAREER DEVELOPMENT IS THE ACQUISITION OF THE COGNITIVE AND AFFECTIVE SKILLS FOR SUCCESS IN SCHOOL. THROUGH CONFERENCES WITH

TEACHERS, PARENTS, AND STUDENTS AND THE USE OF COMMUNITY AGENCIES, THE COUNSELOR MAY DESIGN A PLAN FOR GIVING SUPPORT AND AID TO STUDENTS THROUGH THE CAREER DEVELOPMENT PROGRAM.

2. THE COUNSELOR MAY ALERT THE TEACHERS TO THE IMPORTANCE OF IDENTIFYING LEARNING PROBLEMS EARLY AND PROVIDING FOR SUCCESS EXPERIENCES FOR ALL STUDENTS.

3. THE COUNSELOR MAY HELP THE STUDENT EXPLORE HIS INTERESTS AND ABILITIES THROUGH INDIVIDUAL AND GROUP COUNSELING, THEREBY INCREADING HIS SELF-AWARENESS.

4. A GOOD GUIDANCE PROGRAM WILL PROVIDE MEANS FOR HELPING STUDENTS OVERCOMING PERSONAL AND SOCIAL PROBLEMS.

5. THE COUNSELOR WILL BE AWARE OF THE IMPORTANCE OF SELF-CONCEPT DEVELOPMENT AND SERVE AS A CONSULTANT TO TEACHERS IN THIS AREA.

J. CAREER ORIENTATION_____

1. AS THE STUDENT ENTERS THE SECONDARY SCHOOL, HIS EXPOSURE TO CAREER OPPORTUNITIES MAY BE CONDUCTED THROUGH A CAREER ORIENTATION PROGRAM OR CLASS.

2. STUDENTS WILL EXPLORE THE WORLD OF WORK IN MORE DEPTH AND BEGIN PREPARATION FOR DEVELOPMENT OF KNOWLEDGE AND SKILLS IN MORE SPECIFIC JOB FAMILIES.

3. FOR STUDENTS INVOLVED IN CAREER ORIENTATION, DEVELOP UNITS OF INSTRUCTION WHICH INCORPORATE HANDS-ON EXPERIENCES FOR OCCUPATIONAL ATTITUDES, PERSONAL AWARENESS, AND OCCUPATIONAL INFORMATION.

K. JOB PLACEMENT AND FOLLOW-UP____

1. THROUGH A JOB PLACEMENT AND FOLLOW-UP PROGRAM THE PRESSURES OF INSECURITY MAY BE RELIEVED BY ASSISTING STUDENTS TO SUCCESSFULLY MOVE INTO THE WORLD OF WORK.

2. A JOB PLACEMENT PROGRAM WILL ASSIST TEACHERS AND STUDENTS IN DEVELOPING JOB INTERVIEW SKILLS, JOB SEARCHING TECHNIQUES, ETC.

3. THIS TYPE PROGRAM IS TO ASSIST THOSE STUDENTS WISHING TO CONTINUE TRAINING AND/OR FORMAL EDUCATION AFTER GRADUATION, THOSE PLANNING TO ENTER THE WORLD OF WORK UPON GRADUATING, AND THOSE WHO ARE "EARLY LEAVERS."

## EVALUATION

MANY METHODS MAY BE USED IN EVALUATING THE EFFECTIVENESS OF ANY PROGRAM.

THE CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT USES TWO APPROACHES:

1. SELF-STUDY / EVALUATION TEAM APPROACH[7]
   THIS APPROACH WAS USED FOR THE PURPOSE OF EVALUATING THE PLAN OF OPERATION, PERSONNEL, AND FACILITIES, PROJECT MANAGEMENT AND COORDINATION AND RESPONSIVENESS TO INTENT.
2. AN INDEPENDENT EVALUATION AGENCY[8]
   THIS APPROACH WAS USED FOR THE PURPOSE OF EVALUATING THE EFFECTIVENESS OF THE PROGRAM AFTER IMPLEMENTATION.

## SUMMARY

THIS GUIDE IS ONE WAY BY WHICH ONE SCHOOL SYSTEM IS ATTEMPTING TO INTEGRATE CAREER INFORMATION INTO THE TOTAL CURRICULUM, KINDERGARTEN THROUGH GRADE 12, TO ESTABLISH OPPORTUNITIES FOR EVERY STUDENT TO ACQUIRE THE SKILLS WHICH WILL ALLOW HIM TO MAKE A LIVELIHOOD FOR HIMSELF AND FOR HIS FUTURE FAMILY, NO MATTER AT WHAT LEVEL OF THE EDUCATIONAL SYSTEM HE LEAVES.

[7]SELF-EVALUATION STUDY OF CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT, KNOX COUNTY, TENNESSEE / EVALUATION TEAM REPORT FOR THE EXEMPLARY PROJECT--1 OCTOBER 70 - 30 JUNE 71.

[8]EVALUATION FOR EFFECTIVENESS DESIGN.

## SUGGESTED TABLE FOR CAREER EDUCATION EXPERIENCES

| GRADES: K-4 PRIMARY SCHOOL | GRADES: 5-8 MIDDLE SCHOOL | GRADE: 9 SECONDARY SCHOOL | GRADES: 10-11-12 SECONDARY SCHOOL | POST-SECONDARY |
|---|---|---|---|---|
| CAREER AWARENESS ----------> | CAREER EXPLORATORY ----> | CAREER ORIENTATION ------> | CAREER PREPARATION ----------> | PLACEMENT |
| 1. THE STUDENT IS INFORMED ABOUT OCCUPATIONS (CAREERS) THROUGH CONCEPTS AND/OR A SERIES OF CLUSTERS REPRESENTING THE ENTIRE WORLD OF WORK.<br><br>2. THE STUDENT WILL HAVE EXPERIENCES STUDYING HIS FAMILY, HIS CLASS AND THE SCHOOL. THIS WILL HELP HIM UNDERSTAND HIMSELF, RELATE OTHERS, AND DEVELOP ATTITUDES TOWARD HIMSELF AND THE WORLD OF WORK. | 1. THE STUDENT EXPLORES, THROUGH CONCEPTS, AND/OR SEVERAL CLUSTERS, OCCUPATIONS (CAREERS) OF HIS OWN CHOICE.<br><br>2. THE STUDENT IS READY TO SEE THE OCCUPATIONAL WORLD AS MORE COMPLICATED THAN THE CONCEPT OF A WORLD OF WORKERS MADE UP OF COMMUNITY HELPERS.<br><br>3. THE STUDENT NEEDS TO BE EXPOSED TO A MULTITUDE OF OCCUPATIONS.<br><br>4. THE STUDENT WILL EXPLORE THOSE JOBS THAT ARE SUITED TO HIS INTERESTS, VALUES AND ABILITIES. | 1. STUDENT, THROUGH ORIENTATION EXPLORES IN DEPTH ONE CLUSTER, DEVELOPS ENTRY-LEVEL SKILLS, AND SPECIALIZES IN OCCUPATIONS (CAREER) OF HIS CHOICE.<br><br>2. THE STUDENT WILL EXPLORE THE WORLD OF WORK IN MORE DEPTH. | 1. STUDENT SPECIALIZES IN ONE CLUSTER AND/OR MAJOR CAREER AND TAKES PREREQUISITES FOR FURTHER EDUCATION AND/OR INTENSIVE SKILL TRAINING FOR JOB ENTRY.<br><br>2. THE STUDENT WILL BEGIN PREPARATION FOR DEVELOPMENT OF KNOWLEDGE AND SKILLS IN MORE SPECIFIC JOB FAMILIES.<br><br>3. THE STUDENT WILL HAVE AID IN SEEKING EMPLOYMENT OPPORTUNITIES AND/OR TRAINING IN THE CAREER AREA IN WHICH THEY HAVE BEEN TRAINED. | JOB<br><br>NON-BACCALAUREAT PROGRAM<br><br>BACCALAUREATE PROGRAM<br><br>OTHER |

## RESOURCES

THE FOLLOWING DOCUMENTS AND REPORTS WERE DEVELOPED BY THE CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT PROJECT, KNOX COUNTY SCHOOLS, KNOXVILLE, TENNESSEE.

1. CAREER UNITS FOR KINDERGARTEN, A RESOURCE BOOK FOR CAREER EDUCATION, CONTAINS SIXTEEN COMPLETE UNITS WHICH INTEGRATE CAREER EDUCATION CONCEPTS INTO THE KINDERGARTEN CURRICULUM. THE CONCEPTS TAUGHT INCLUDE SELF-AWARENESS, GETTING ALONG WITH OTHER PEOPLE, DIVISION OF LABOR, THE DIGNITY AND WORTH OF ALL WORK, THE RELATIONSHIP OF SCHOOL TO WORK, THE WISE USE OF LEISURE TIME, AND JOB FAMILIES.

2. A CURRICULUM GUIDE FOR CAREER EDUCATION, PRIMARY GRADES, IS ORGANIZED AROUND THE CAREER EDUCATION CONCEPTS IDENTIFIED IN THE PROJECT PROPOSAL. BASIC UNDERSTANDINGS, K-4 HAVE BEEN DEVELOPED FOR EACH CONCEPT AND LEARNING EXPERIENCES ARE SUGGESTED TO INTERGRATE THE BASIC UNDERSTANDING INTO APPROPRIATE AREAS OF THE CURRICULUM.

3. CURRICULUM GUIDE FOR CAREER EDUCATION, MIDDLE SCHOOL, IS ORGANIZED AROUND THE CAREER EDUCATION CONCEPTS IDENTIFIED IN THE PROJECT PROPOSAL. BASIC UNDERSTANDINGS, 5-8 HAVE BEEN DEVELOPED FOR EACH CONCEPT AND LEARNING EXPERIENCES ARE SUGGESTED TO INTEGRATE THE BASIC UNDERSTANDINGS INTO APPROPRIATE AREAS OF THE CURRICULUM.

4. CAREER EDUCATION BULLETIN BOARD IDEAS, K-8, IS A BOOK OF SUGGESTIONS FOR SCHOOL BULLETIN BOARDS. A SKETCH OF THE LAYOUT IS INCLUDED PLUS TIPS FOR ADAPTATION AND VARIATION.

5. GUIDE FOR ESTABLISHING A SYSTEM-WIDE JOB PLACEMENT PROGRAM, A GUIDE FOR ADMINISTRATORS, GUIDANCE COUNSELORS, AND OTHERS INTERESTED IN ESTABLISHING A JOB PLACEMENT PROGRAM. IT COVERS RATIONALE, PLANNING, IMPLEMENTATION, AND EVALUATION IN A CONDENSED FORMAT.

6. GUIDE: KNOX COUNTY JOB PLACEMENT PROGRAM, THIS GUIDE SETS FORTH THE PHILOSOPHY, IDENTIFIES THE ROLES OF THE COORDINATOR, TEACHERS, AND GUIDANCE COUNSELORS, AND THE PROCEDURES BEING USED IN THIS LOCAL SITUATION. BASICALLY IT IS FOR LOCAL USE BUT MAY BE VALUABLE TO OTHER SYSTEMS AS AN EXAMPLE OF GUIDELINES AND PROCEDURES USED IN OPERATING A LOCAL PROGRAM.

7. SO YOU WANT A JOB - STUDENT HANDBOOK, THIS IS AN ACTIVITY BOOK FOR STUDENTS IN VOCATIONAL PROGRAMS, DESIGNED TO FURTHER DEVELOP "EMPLOYABILITY" SKILLS I.E. HOW TO FIND, SECURE, AND ADVANCE IN A JOB.

8. So You Want A Job - Teacher's Handbook, contains supplementary material and suggestions for using the student handbook.

9. Employers' Guide, briefly describes the vocational programs in Knox County Schools. The Job Placement Co-ordinator distributes this booklet when visiting with employers to explain the Job Placement Program.

10. Career Orientation, defines and outlines career education and its concepts. In addition this handbook provides the career orientation instructor with four units of study together with resource materials. These units of study deal with a student introduction to career education, self evaluation and career decision making, career laboratory experiences and safety, and occupational information.

11. Hands-On, consists of a series of 30-35 programmed exploratory experiences to take place within each of fourteen different vocational subject areas. Its purpose is to better acquaint the majority of the 9th grade student population with the vocational subjects offered in the school system as a means of aiding these students in formulating rational career decisions and planning high school course selection.

12. A Guide for Implementation of a Career Education Program Elementary Grades, this guide offers suggestions and methods by which a career education program may be developed on the elementary level.

13. Quarterly and Year End Reports

14. Evaluation Reports

15. Career Education Concepts

16. Proposal for Exemplary Program or Project in Vocational Education (Original and Revised)

17. Sound - Slide Programs (36 Slides Each)

    A. Career Education K-12, an over-all view of career education

    B. Career Education Primary Grades, an approach to career education K-4

    C. Career Education Middle Grades, an approach to career education 5-8

    D. Career Education Secondary Schools, an approach to the orientation, preparation and placement of vocational education student

    E. Career Education Concepts, shows how the career education concepts are developed through classroom activities.

# APPENDIXES

APPENDIX NO. 1

A SAMPLE

# INSERVICE TRAINING IN PREPARATION FOR IMPLEMENTATION OF CAREER EDUCATION PROJECT

THE NEED FOR FLEXIBILITY HEADS THE LIST OF PRIORITIES USED IN THE PLANNING OF THE FORMAT FOR THIS DOCUMENT. BASIC TO ANY ATTEMPT TO PROPOSE GUIDELINES FOR THE INSERVICE TEACHER EDUCATION ACTIVITIES IS THE CONVICTION THAT TEACHERS THEMSELVES MUST ASSESS THEIR OWN NEEDS AS A RESULT OF BEING MADE AWARE OF WHAT IS EXPECTED OF THEM IN TERMS OF PERFORMANCE.

THE OBJECTIVES ARE STATED AS GUIDELINES LEADING TO PERFORMANCE OUTCOMES. INSTRUCTIONAL STRATEGIES ARE SUGGESTED BUT ARE NOT DEVELOPED TO THE HIGHEST LEVEL OF SPECIFICITY, IN KEEPING WITH THE BELIEF THAT TEACHERS WILL SUGGEST STRATEGIES MORE CLOSELY ALIGNED TO THEIR NEEDS.

THE <u>OVERALL PURPOSES</u> OF THE INSERVICE TEACHER EDUCATION ACTIVITIES IN PREPARATION FOR THE STATE-FUNDED PROJECT ARE AS FOLLOWS:

> AS A RESULT OF PARTICIPATING IN THIS TEACHER EDUCATION ACTIVITY, TEAMS OF TEACHERS WILL GAIN KNOWLEDGE OF; DEVELOP METHODS AND INSTRUCTIONAL MATERIALS FOR; AND BEGIN TO IMPLEMENT THE CONCEPTS OF CAREER INFORMATION IN THE TOTAL CURRICULUM.

WHEN TEAMS OF TEACHERS HAVE COMPLETED PHASE I OF THE INSERVICE ACTIVITIES, THEY WILL BE ABLE TO DEMONSTRATE KNOWLEDGE OF CAREER DEVELOPMENT BY THE FOLLOWING TASKS:

1. DISCUSS IN SMALL GROUPS THE PERIODS OF DEVELOPMENT WHICH LEAD TOWARD OCCUPATIONAL CHOICE.

2. DISCUSS IN SMALL GROUPS THE WAYS IN WHICH INDIVIDUAL CAREER DEVELOPMENT MAY BE GUIDED.

3. DISCUSS IN SMALL GROUPS OCCU ATIONAL REQUIREMENTS NECESSARY FOR THE EXPLORATION OF OCCUPATIONAL CLUSTERS.

4. DISCUSS IN SMALL GROUPS THE RELATIONSHIP BETWEEN DEVELOPMENT OF SELF-CONCEPT AND JOB SATISFACTION.

WHEN TEAMS OF TEACHERS HAVE COMPLETED PHASE II OF THE INSERVICE ACTIVITIES, THEY WILL COMPLETE THE FOLLOWING TASKS:

1. IDENTIFY THROUGH SMALL GROUP DYNAMICS THE FOLLOWING:

   A. LEARNING SKILLS AND KNOWLEDGES GENERALIZABLE TO SEVERAL JOBS WITHIN AN OCCUPATIONAL AREA.

b. Hierarchy of skills in jobs so as to relate student competences with interests.

2. List general guidelines for consideration to align knowledge and skill development with occupational exploration in units of study to be written.

When teams of teachers have completed PHASE III of the inservice activities, they will complete the following tasks:

1. Develop instructional materials and methods which integrate specific discipline areas and career development compatible with the scope and sequence of the overall curriculum.

2. Identify needed equipment and instructional aids.

3. Introduce units of study developed on an experimental basis.

4. Evaluate results of the classroom implementation.

5. Re-write units of study in view of evaluation.

LEARNING ACTIVITIES to accomplish the three phases as outlined in the stated behavioral objectives:

1. Presentation of career development theory by consultants with expertise and human relations abilities.

2. Small group dynamics for in-depth discussion and interaction among teachers to increase knowledge of career development.

3. Presentation of broad areas of occupational clusters by resource person knowledgable in vocational education.

4. Teacher independent study.

5. Small group discussion of self-concept development and the concept of "work"; aided by guest industrial employee. This activity to be videotaped for later analysis.

6. Visitation to a school facility having an occupational exploration program or visit to industries for on-the-spot feel of the world of work.

7. Consultant expert in curriculum development of learning skills.

8. Co-operative effort by teachers to develop guidelines for writing units of study integrating subject discipline with career development relevance.

9. Writing and teaching units of study (experimental). This phase to be videotaped for beneficial analysis.

10. Evaluation and re-writing of units of study.

## CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT

## SUGGESTIONS FOR INSERVICE

| | |
|---|---|
| DECEMBER 14 3:45-5:15 (1½ HRS)<br>CAREER INFORMATION SPECIALIST | INTRODUCTION TO COURSE, REQUIREMENTS, EXPECTATIONS, READING LIST, CURRICULUM, CAREER DEVELOPMENT THEORY, SUGGESTIONS FOR READING. |
| JANUARY 11 3:45-6:15 (2½ HRS)<br>CAREER INFORMATION SPECIALIST | CAREER DEVELOPMENT THEORY, RESEARCH & IMPLICATION FOR EDUCATION (PROJECT TALENT), PRACTICAL APPLICATION OF THEORY. |
| JANUARY 25 3:45-5:45 (2 HRS)<br>CURRICULUM DEVELOPMENT SPECIALIST<br>CAREER INFORMATION SPECIALIST | GUIDELINES FOR INCORPORATING CAREER DEVELOPMENT IN PRESENT CURRICULUM<br>(1) EXPERIENCE AND HANDS ON ORIENTATION<br>(2) INDIVIDUALIZED LEARNING<br>(3) BEHAVIORAL OBJECTIVES<br>(4) CLUSTER CONCEPT OF OCCUPATIONS<br>(5) INTEGRATION WITH PRESENT CURRICULUM CONTENT<br>(6) EVALUATION |
| FEBRUARY 1 3:45-5:45 (2 HRS) | CONTINUATION OF GUIDELINES DEVELOPMENT<br>(1) WRITING BEHAVIORAL OBJECTIVES<br>(2) EVALUATION |
| FEBRUARY 8 3:45-5:45 (2 HRS)<br>RESEARCH SPECIALIST<br>VOCATIONAL SPECIALIST | IDENTIFICATION OF RESOURCES FOR CAREER DEVELOPMENT<br>(1) COMMUNITY--PEOPLE AND FIELD TRIPS<br>(2) PARENT INVOLVEMENT<br>(3) MATERIALS |
| FEBRUARY 18-19 6 HOURS<br>PROJECT PERSONNEL | SCHOOL VISITATION<br>PREPARE UNITS OF STUDY FOR ANALYSIS AT NEXT MEETING. |
| MARCH 1 3:45-5:45 (2 HRS)<br>RESOURCE SPECIALIST | ANALYSIS OF UNITS OF STUDY (LISTS OF RESOURCES NEEDED) (PRACTICE WITH VIDEO TAPE) |
| MARCH 15 3:45-5:45 (2 HRS)<br>CAREER INFORMATION SPECIALIST | PRESENTATION OF RE-WRITTEN UNITS OF STUDY<br>PLANS FOR IMPLEMENTATION<br>(1) DEMONSTRATION AND ROLE PLAYING |
| MARCH 15-29 4 HOURS | IMPLEMENTATION (CLASSROOM)<br>(1) OBSERVATION VIA VIDEO TAPE |

| | | |
|---|---|---|
| April 12 | 3:45-5:45 (2 Hrs) | Classroom climate--Teacher--Pupil interaction. Self-evaluation of classroom interaction. |
| Curriculum Specialists | | |
| April 19 | 3:45-5:45 (2 Hrs) | Learning Climate (continued) |
| Curriculum Specialists | | |
| May 3 | 2 Hours | Wind-up--Summarize |
| Career Information Specialist | | |

## A Sample

## WORKSHOP DESIGN

A workshop was conducted in August 1971 for the purpose of continuing the activities begun in the June workshop. The activities of the June workshop resulted in the development of curriculum guides for the K-8 program and units of instruction for the 9-12 vocational career orientation program. Using this as a structural framework, the faculties of Halls Middle School, Halls and Green Hill Elementary Schools met a period of five days to develop units of study based on the curriculum guides. Also included in this workshop were activities related to implementation and resources now available through the career development office.

In order that all participants could concentrate their efforts in the same direction, specific objectives and/or intended outcome of the workshop were identified as follows:

A. Units of study will be written based on instructional objectives and evaluation as identified in the curriculum guides.

B. Participants will acquire knowledge of career devopment materials and resources.

C. Teachers will develop skills in the use of tools for cardboard carpentry projects in preparation for classroom implementation.

D. Teachers will acquire knowledge of career corners, materials, equipment, and multiple uses to enhance the instructional program.

The following is the program outline and consultants used during the workshop:

| | | |
|---|---|---|
| MONDAY, August 16 | 8:30 A.M. | General Meeting--"Inclusion of Career Development in Total Curriculum"<br><br>Mr. William L. Neal<br>Mr. Beecher Clapp<br>Dr. Charles Chance |
| | 9:30 - 10:30 | Registration and Organization (K-4 and 5-8 will meet in separate groups) |
| | 10:30 | Small Group Meetings (Organizing into working groups by grade and/or subject areas) |

| | | |
|---|---|---|
| | 11:30 - 12:30 | LUNCH |
| | 12:30 | GROUP MEETINGS<br><br>K-4 DR. CHANCE (FORMAT FOR DEVELOPING UNITS OF STUDY)<br><br>5-8 WORKING GROUPS (WORKING IN SUBJECT AREAS OF SMALL GROUPS) |
| | 2:00 - 3:30 | GROUP MEETINGS<br><br>K-4 WORKING GROUPS (WORKING IN GRADE LEVEL ON DEVELOPMENT OF UNITS)<br><br>5-8 DR. CHANCE (MIDDLE SCHOOL DISCUSSION ON FORMAT FOR WRITING UNITS WITH CAREER EDUCATION CONCEPTS) |
| TUESDAY, AUGUST 17 | 8:30 | WORKING GROUPS (WORKING IN GROUPS BY GRADE AND/OR SUBJECT AREAS UNDER THE DIRECTION OF RESOURCE PERSONS) |
| | 11:30 - 12:30 | LUNCH |
| | 12:30 | K-2 CARDBOARD CARPENTRY (PROVIDING "HANDS-ON" EXPERIENCES WITH SIMPLE TOOLS IN PREPARATION FOR TEACHING CHILDREN THE USE OF TOOLS)<br><br>3-4 CAREER CORNERS (DEVELOPMENT OF LEARNING MATERIALS AND ACTIVITIES FOR CAREER CORNERS AND EXPLORATORY EXPERIENCES)<br><br>5-8 GROUP MEETING WITH DR. CHANCE (FORMAT FOR DEVELOPING UNITS OF STUDY) |
| WEDNESDAY, AUGUST 18 | 8:30 | SAME AS TUESDAY'S SCHEDULE |
| | 11:30 - 12:30 | LUNCH |
| | 12:30 - 3:30 | 5-6 GREEN HILL AND REPRESENTATIVES OF HALLS MIDDLE SCHOOL (CARDBOARD CARPENTRY)<br><br>K-4 WORKING GROUPS (CONTINUE TO DEVELOP UNITS) |

| | | |
|---|---|---|
| THURSDAY, August 19 | 8:30 | Working Groups (Development of units) |
| | 11:30 - 12:30 | LUNCH |
| | 12:30 | Working Groups (Bringing together units for final disposition) |
| | 2:00 - | Group meeting with Dr. Chance Concerning teacher input--teachers share ideas and problems |
| FRIDAY, August 20 | 8:30 - | Meetings at individual schools (Each faculty will be given directions concerning work in their school. Teachers will continue, under the direction of Career Development staff, to develop and finish units.) |

CONSULTANTS

| | |
|---|---|
| Dr. Charles Chance | Assistant Professor<br>Department of Curriculum and Instruction<br>University of Tennessee |
| Mr. Beecher Clapp | Director of Elementary Education<br>Knox County |
| Mr. Weeks Eggers | Industrial Arts Instructor<br>Karns High School |
| Mrs. Carolyn Goins | Head Start Co-ordinator<br>Bradley County Schools |
| Mrs. Ralphene Woods | Bradley County Schools |
| Mrs. Bobbie Pendergrass | Bradley County Schools |
| Knox County Instructional Supervisors | |

Many units of study were developed, according to the stated objectives, to be implemented during the 1971-72 school year. An on-going inservice will be conducted throughout the year to revise and update corriculum guides and units of study.

APPENDIX NO. 3

NAME_____

SCHOOL_____

CONFIDENCE SCALE

DIRECTIONS

PLEASE RATE THE STATEMENTS ON THIS INSTRUMENT WITH RESPECT TO YOUR FEELINGS OF CONFIDENCE TO DO THE THINGS SPECIFIED. RATE THE STATEMENTS ON A NINE (9) POINT SCALE; CIRCLE THE NUMBER 9 FOR THOSE STATEMENTS WHICH DESCRIBE THE KNOWLEDGE OR SKILLS THAT YOU ARE VERY CONFIDENT YOU POSSESS; CIRCLE 1 FOR THOSE STATEMENTS WHICH DESCRIBE THOSE KNOWLEDGES OR SKILLS WHICH YOU ARE VERY UNCERTAIN THAT YOU POSSESS OR ANY NUMBER IN-BETWEEN WHICH YOU THINK DESCRIBES YOUR LEVEL OF CONFIDENCE.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| VERY CONFIDENT | | UNCERTAIN | | NEUTRAL | | CONFIDENT | | VERY CONFIDENT |

CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR RATING OF CONFIDENCE IN THE COLUMN ON THE RIGHT AS SHOWN IN THE EXAMPLE BELOW.

EXAMPLE:

| | |
|---|---|
| I AM CONFIDENT THAT I WOULD DO A BETTER JOB OF TEACHING IF I WERE PAID MORE MONEY. | 1 2 3 4 5 6 7 8 9 |
| 1. I AM CONFIDENT THAT I HAVE A WORKING KNOWLEDGE OF CAREER EDUCATION. | 1 2 3 4 5 6 7 8 9 |
| 2. I AM CONFIDENT THAT I CAN RELATE SUBJECT MATTER TO THE WORLD OF WORK. | 1 2 3 4 5 6 7 8 9 |
| 3. I AM CONFIDENT THAT I HAVE THE SKILLS NECESSARY TO WORK EFFECTIVELY WITH STUDENTS IN SMALL GROUPS. (3 TO 7 STUDENTS) | 1 2 3 4 5 6 7 8 9 |
| 4. I AM CONFIDENT THAT I HAVE THE SKILLS NECESSARY TO WORK EFFECTIVELY WITH PUPILS IN LARGE GROUPS. (ENTIRE CLASS) | 1 2 3 4 5 6 7 8 9 |
| 5. I AM CONFIDENT THAT I KNOW ENOUGH ABOUT THE WORLD OF WORK TO TEACH EFFECTIVELY ABOUT IT IN THE CLASSROOM. | 1 2 3 4 5 6 7 8 9 |
| 6. I AM CONFIDENT THAT I WOULD USE CURRICULUM MATERIALS PREPARED BY MYSELF. | 1 2 3 4 5 6 7 8 9 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 7. | I AM CONFIDENT THAT I WOULD USE CURRICULUM MATERIALS PREPARED BY OTHERS. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 8. | I AM CONFIDENT THAT I HAVE THE NECESSARY SKILLS TO COPE WITH INDIVIDUAL STUDENT DISCIPLINE PROBLEMS. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 9. | I AM CONFIDENT THAT I UNDERSTAND THE PROBLEMS OF TEACHING STUDENTS IN A CAREER EDUCATION PROGRAM. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10. | I AM CONFIDENT THAT I POSSESS THE NECESSARY SKILLS REQUIRED TO COPE WITH <u>GROUP</u> <u>DISCIPLINE</u> PROBLEMS. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 11. | I AM CONFIDENT THAT I UNDERSTAND THE PROBLEMS OF THE STUDENTS I TEACH. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 12. | I AM CONFIDENT THAT I HAVE THE NECESSARY SKILLS TO DEAL WITH UNEXPECTED SITUATIONS IN TEACHING AS THEY DEVELOP. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 13. | I AM CONFIDENT THAT I CAN ADAPT MY TEACHING PROGRAM TO IMPLEMENT CAREER EDUCATION. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 14. | I AM CONFIDENT THAT I CAN USE SUCH TECHNIQUES AS FIELD TRIPS, CLOSED CIRCUIT TV AND RESOURCE PERSONS EFFECTIVELY IN MY TEACHING PROGRAM. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 15. | I AM CONFIDENT I UNDERSTAND THE NEED FOR CAREER EDUCATION. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

NAME_____

SCHOOL_____

GRADE TAUGHT _____

## CAREER EDUCATION QUESTIONNAIRE

1. IDENTIFY WHAT YOU BELIEVE TO BE THE MAIN COMPONENTS OF A CAREER EDUCATION PROGRAM K-12.

2. DO YOU BELIEVE THAT YOUR SCHOOL WITH ITS PRESENT STAFF CAN IMPLEMENT A CAREER EDUCATION PROGRAM? ____YES ____NO

   A. IF YES, HOW?

   B. IF NO, WHY NOT?

3. A. WHAT TYPE OF INSERVICE TRAINING WILL BE NEEDED TO AID YOU IN PREPARING TO IMPLEMENT CAREER EDUCATION?

B. HOW MUCH TIME (IN HOURS) DO YOU BELIEVE IT WILL TAKE TO PREPARE YOU FOR A CAREER EDUCATION ROLE?

_____HOURS

4. A. WHAT TYPES OF CURRICULUM MATERIALS WILL YOU NEED TO IMPLEMENT CAREER EDUCATION?

B. WILL YOU USE CURRICULUM MATERIALS PREPARED BY OTHERS? ___YES ___NO

IF NO, WHY NOT?